4/29/87 R4800-2

EDUCATION WEEK

American Education's Newspaper of Record / $2.00 Volume VI, Number 31 · April 29, 1987

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Accord Is Reached On Bill To Extend Bilingual-Ed. Act

New Funds Would Support 'English Only' Methods

By James Crawford

WASHINGTON—Citing the need "to keep bilingual education alive," Democrats on the House Education and Labor Committee struck a compromise last week with the program's critics: Future funding increases would go primarily for "English only" methods, while support for native-language instruction would be guaranteed at current levels.

The surprise agreement, which angered advocates of bilingual education, was worked out in tortuous negotiations over the previous two weeks led by Representatives Dale E. Kildee, Democrat of Michigan, and Steve Bartlett, Republican of Texas.

The committee approved the compromise as part of H R 5, which would extend more than a dozen elementary- and secondary-education programs—including Chapter 1, Chapter 2, Indian education, and impact

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California's 'North Star' for Education Leaders

Scholars Bridge Gap Between Policy, Research

By Lynn Olson

BERKELEY, CALIF.—Two years ago, in the midst of a heated debate in the California legislature over whether to eliminate the Commission on Teacher Credentialing, a proponent of the proposal stood up, waved a red, white, and blue publication, and declared: "PACE says eliminate this."

Leaping to his feet, a supporter of the commission waved his own copy of the report, and shouted: "No it doesn't!"

The incident exemplifies the growing role that PACE—or Policy Analysis for California Education—has played in the often vigorous debates waged on school issues in California since its creation in 1983.

At a time when many states are seeking a broader base of information on which to base their education policies, the university-based research center offers at least one model for providing such data.

PACE's mission is to provide policymakers with a "nonpartisan, objective, independent body" of information about K-12 schooling in California. According to both lawmakers and educators, its numerous analyses on the state's schools have provided an invaluable source of information during one of the most active education-reform periods in the state's history.

PHOTO COURTESY OF PACE

Allan R. Odden, director of the Southern California PACE Center (center), discusses PACE's annual compendium of education facts and statistics.

As one advocate put it, PACE has helped to "provide a much better feel for what is actually happening in education."

"They've brought together data that were available before," said Kati Hay-

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Catholic Educators Surprised by Data On Student Values

By Kirsten Goldberg

NEW ORLEANS—Despite their schools' emphasis on traditional moral values, seniors in Roman Catholic high schools may be more likely than their public-school peers to engage in shoplifting and drug and alcohol abuse, preliminary results from a national study suggest.

Those findings, released here last week at the annual convention of the National Catholic Educational Association, surprised many of the 14,000 conference-goers and prompted some educators to call for more attention to the problems indicated.

"The Catholic high school does a good job of promoting important values in kids, particularly in religion," said Peter L. Benson, the consultant directing the study, which is scheduled for completion next year. "But it isn't as good at preventing adolescent behaviors we want to prevent."

Because the mission of Catholic education is to influence students morally as well as academically, it is important to examine "how good a job we're doing," added Mr. Benson, president of the Search Institute, a nonprofit research group based in Minneapolis.

Mr. Benson's research, commissioned by the N.C.E.A., is based on an analysis of data from "Monitoring the Future," an annual survey of student beliefs sponsored by the National Institute on Drug Abuse. The survey involves 16,000 high-school seniors from public and nonpublic schools nation-

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N.E.A. Pursues Its Plan To Establish State Boards Controlled by Teachers

By Blake Rodman

As planning continues for a national board to certify teachers, one of the key players in that effort, the National Education Association, is forging ahead on a related priority of its own: the establishment in each state of a professional-standards board controlled by teachers.

In the view of the N.E.A.'s leaders, such autonomous boards, currently under consideration in several states, would be the "centerpiece" of professional self-governance. They stress that, unlike the national board, now being developed with the help of the Carnegie Forum on Education and the Economy, the state panels would be legally empowered to set standards for teacher licensure—and thus would control entry into the profession.

"What is being done nationally is very important to overall standards-setting," said Sharon P. Robinson, director of the N.E.A.'s instruction and professional-development unit. "But the real authority in terms of permitting people to practice is granted by the states."

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Many State Programs For the Handicapped Are Found Deficient

By Debra Viadero

WASHINGTON—Many state programs for the handicapped continue to be out of compliance with some of the most basic provisions of federal handicapped-education laws, according to findings in a not-yet-published Education Department report.

The study, titled the "Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act," provides a statistical portrait of the status of the nation's special-education programs.

The portrait it paints, experts said last week, is both encouraging and disturbing.

Among other findings—some of which are drawn from data that were gathered for the first time last year—the report found that:

- For the first time in more than a decade, the number of handicapped children being served declined as a percentage of the total school-age population. The proportion decreased from 11.19 percent in the 1984-85 school year to 10.97 percent last year.
- Improved services are needed for 12 percent of the nation's handicapped children—an estimated 450,000 students.
- More than 21 percent of special-education students—most of them labeled "emotionally mentally retarded" or "learning disabled"—dropped out of school in 1984 and 1985.
- Most handicapped youngsters are being taught at least part time in regular classrooms.

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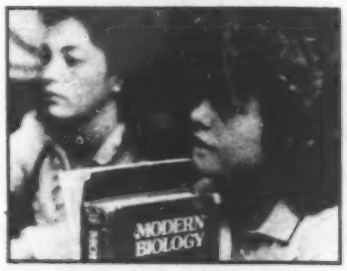
Also in the news

American Students Rank Last In Science, Show Little Gain



Even the best U.S. students lag behind their foreign counterparts, a new international study says.

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Bok Tells Education Schools To 'Practice What They Preach'

The president of Harvard University has exhorted education schools to "exemplify the highest standards of instruction and to come forth with challenging new ideas."

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New Rules Give Schools Deadline For Removing Asbestos

In an effort expected to cost them $3.2 billion, all schools must inspect for asbestos by July 1989 and remove or contain it to comply with new E.P.A. rules.

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